

Index to the *Reading Research Quarterly*, Vol. 33, 1998

BY TITLE

- Book Reviews: Adolescent girls: Constructing and doing literacy, constructing and doing gender*, Carol V. Lloyd, No. 1, pp. 129–136.
- Book Reviews: In their own words: Stories of the interconnectedness of life, teaching, and research*, Arlette Ingram Willis, No. 4, pp. 488–497.
- Book Reviews: Literacy on the margins of the American past*, Rose-Marie Weber, No. 3, pp. 356–362.
- Concurrent and longitudinal predictors of reading: The role of metalinguistics and short-term memory skills*, Valerie Muter & Margaret Snowling, No. 3, pp. 320–337.
- Conversations: Head, heart, and the practice of literacy pedagogy*, Kathleen Roskos, Victoria J. Risko, & Carol Vukelich, No. 2, pp. 228–239.
- Conversations: Locating the social and political in secondary school research*, Kathleen A. Hinchman & Elizabeth B. Moje, No. 1, pp. 117–128.
- Dealing with diversity: Achievement gaps in reading literacy among New Zealand students*, Ian A.G. Wilkinson, No. 2, pp. 144–167.
- Differential effects of home literacy experiences on the development of oral and written language*, Monique Sénéchal, Jo-Anne Lefevre, Eleanor M. Thomas, & Karen E. Daley, No. 1, pp. 96–116.
- The flight of reading: Shifts in instruction, orchestration, and attitudes through classroom theatre*, Shelby A. Wolf, No. 4, pp. 382–415.
- Home literacy: Opportunity, instruction, cooperation, and social-emotional quality predicting early reading achievement*, Paul P.M. Leleman & Peter F. DeJong, No. 3, pp. 294–318.
- IRA Outstanding Dissertation Award for 1998: The construction of literary understanding by first and second graders in response to picture storybook read-alouds*, Lawrence R. Sipe, No. 4, pp. 376–378.
- Literacy professionals' perspectives on professional development and pedagogy: A United States survey*, Michelle Commeyras & Linda DeGroot, No. 4, pp. 434–472.

- The literate potentials of book-related dramatic play*, Deborah Wells Rowe, No. 1, pp. 10–35.
- The literature-based basals in first-grade classrooms: Saviour, Satan, or same-old, same-old?* James V. Hoffman, Sarah J. McCarthey, Bonnie Elliott, Debra L. Bayles, Debra P. Price, Angela Ferree, & Judy A. Abbott, No. 2, pp. 168–197.
- Peer-assisted learning strategies for first-grade readers: Making early reading instruction more responsive to the needs of diverse learners*, Patricia G. Mathes, Jill K. Howard, Shelley Allen, & Douglas Fuchs, No. 1, pp. 62–94.
- Predicting dyslexia from kindergarten: The importance of distinctness of phonological representations of lexical items*, Carsten Elbro, Ina Borström, & Dorthe Klint Petersen, No. 1, pp. 36–60.
- Reading as mediated and mediating action: Composing meaning for literature through multimedia texts*, Peter Smagorinsky and Cindy O'Donnell-Allen, No. 2, pp. 198–226.
- Rewriting identity: Social meanings of literacy and "revisions" of self*, Jabiri Mahiri & Amanda J. Godley, No. 4, pp. 416–433.
- Theory and Research Into Practice: Balanced instruction: Insights and considerations*, Penny A. Freppon & Karin L. Dahl, No. 2, pp. 240–251.
- Theory and Research Into Practice: Everything you wanted to know about phonics (but were afraid to ask)*, Steven A. Stahl, Ann M. Duffy-Hester, & Katherine Anne Dougherty Stahl, No. 3, pp. 338–355.
- Theory and Research Into Practice: Portfolios: Assumptions, tensions, and possibilities*, Robert J. Tierney & Caroline Clark, with Linda Fenner, Roberta J. Herter, Carolyn Staunton Simpson, & Bert Wiser, No. 4, pp. 474–486.
- Volunteer tutoring programs in reading: A review*, Barbara A. Wasik, No. 3, pp. 266–291.

BY AUTHOR

- Abbott, Judy A. (see Hoffman, James V. et al.)
- Allen, Shelley (see Mathes, Patricia G. et al.)

- Bayles, Debra L. (see Hoffman, James V. et al.)
- Borström, Ina (see Elbro, Carsten et al.)
- Clark, Caroline (see Tierney, Robert J. et al.)
- Commeyras, Michelle & Linda DeGroff. *Literacy professionals' perspectives on professional development and pedagogy: A United States survey*, No. 4, pp. 434-472.
- Dahl, Karin L. (see Freppon, Penny A.)
- Daley, Karen E. (see Sénéchal, Monique et al.)
- DeGroff, Linda (see Commeyras, Michelle)
- DeJong, Peter F. (see Leseman, Paul P.M.)
- Duffy-Hester, Ann M. (see Stahl, Steven A. et al.)
- Elbro, Carsten, Ina Borström, & Dorthe Klint Petersen. *Predicting dyslexia from kindergarten: The importance of distinctness of phonological representations of lexical items*, No. 1, pp. 36-60.
- Elliott, Bonnie (see Hoffman, James V. et al.)
- Fenner, Linda (see Tierney, Robert J. et al.)
- Ferree, Angela (see Hoffman, James V. et al.)
- Freppon, Penny A. & Karin L. Dahl. *Theory and Research Into Practice: Balanced instruction: Insights and considerations*, No. 2, pp. 240-251.
- Fuchs, Douglas (see Mathes, Patricia G. et al.)
- Godley, Amanda J. (see Mahiri, Jabiri)
- Herter, Roberta J. (see Tierney, Robert J. et al.)
- Hinchman, Kathleen A. & Elizabeth B. Moje. *Conversations: Locating the social and political in secondary school research*, No. 1, pp. 117-128.
- Hoffman, James V., Sarah J. McCarthey, Bonnie Elliott, Debra L. Bayles, Debra P. Price, Angela Ferree, & Judy A. Abbott. *The literature-based basals in first-grade classrooms: Saviour, Satan, or same-old, same-old?* No. 2, pp. 168-197.
- Howard, Jill K. (see Mathes, Patricia G. et al.)
- Lefevre, Jo-Anne (see Sénéchal, Monique et al.)
- Leseman, Paul P.M. & Peter F. DeJong. *Home literacy: Opportunity, instruction, cooperation, and social-emotional quality predicting early reading achievement*, No. 3, pp. 294-318.
- Lloyd, Carol V. *Book Reviews: Adolescent girls: Constructing and doing literacy, constructing and doing gender*, No. 1, pp. 129-136.
- Mahiri, Jabiri & Amanda J. Godley. *Rewriting identity: Social meanings of literacy and "re-vision" of self*, No. 4, pp. 416-433.
- Mathes, Patricia G., Jill K. Howard, Shelley Allen, & Douglas Fuchs. *Peer-assisted learning strategies for first-grade readers: Making early reading instruction more responsive to the needs of diverse learners*, No. 1, pp. 62-94.
- McCarthey, Sarah J. (see Hoffman, James V. et al.)
- Moje, Elizabeth B. (see Hinchman, Kathleen A.)
- Muter, Valerie & Margaret Snowling. *Concurrent and longitudinal predictors of reading: The role of metalinguistics and short-term memory skills*, No. 3, pp. 320-337.
- O'Donnell-Allen, Cindy (see Smagorinsky, Peter)
- Petersen, Dorthe Klint (see Elbro, Carsten et al.)
- Price, Debra P. (see Hoffman, James V. et al.)
- Risko, Victoria J. (see Roskos, Kathleen et al.)
- Roskos, Kathleen, Victoria J. Risko, & Carol Vukelich. *Conversations: Head, heart, and the practice of literacy pedagogy*, No. 2, pp. 228-239.
- Rowe, Deborah Wells. *The literate potentials of book-related dramatic play*, No. 1, pp. 10-35.
- Sénéchal, Monique, Jo-Anne Lefevre, Eleanor M. Thomas, & Karen E. Daley. *Differential effects of home literacy experiences on the development of oral and written language*, No. 1, pp. 96-116.
- Simpson, Carolyn Staunton (see Tierney, Robert J. et al.)
- Sipe, Lawrence R. *IRA Outstanding Dissertation Award for 1998: The construction of literary understanding by first and second graders in response to picture story-book read-alouds*, No. 4, pp. 376-378.
- Smagorinsky, Peter and Cindy O'Donnell-Allen. *Reading as mediated and mediating action: Composing meaning for literature through multimedia texts*, No. 2, pp. 198-226.
- Snowling, Margaret (see Muter, Valerie)
- Stahl, Katherine Anne Dougherty (see Stahl, Steven A. et al.)
- Stahl, Steven A., Ann M. Duffy-Hester, & Katherine Anne Dougherty Stahl. *Theory and Research Into Practice: Everything you wanted to know about phonics (but were afraid to ask)*, No. 3, pp. 338-355.
- Thomas, Eleanor M. (see Sénéchal, Monique et al.)
- Tierney, Robert J. & Caroline Clark, with Linda Fenner, Roberta J. Herter, Carolyn Staunton Simpson, & Bert Wise. *Theory and Research Into Practice: Portfolios: Assumptions, tensions, and possibilities*, No. 4, pp. 474-486.
- Vukelich, Carol (see Roskos, Kathleen et al.)
- Wasik, Barbara A. *Volunteer tutoring programs in reading: A review*, No. 3, pp. 266-291.
- Weber, Rose-Marie. *Book Reviews: Literacy on the margins of the American past*, No. 3, pp. 356-362.
- Wilkinson, Ian A.G. *Dealing with diversity: Achievement gaps in reading literacy among New Zealand students*, No. 2, pp. 144-167.
- Willis, Arlette Ingram. *Book Reviews: In their own words: Stories of the interconnectedness of life, teaching, and research*, No. 4, pp. 488-497.
- Wiser, Bert (see Tierney, Robert J. et al.)
- Wolf, Shelby A. *The flight of reading: Shifts in instruction, orchestration, and attitudes through classroom theatre*, No. 4, pp. 382-415.

BY SUBJECT

Assessment/evaluation

Tierney, Robert J. & Caroline Clark, with Linda Fenner, Roberta J. Herter, Carolyn Staunton Simpson, & Bert Wiser. *Theory and Research Into Practice: Portfolios: Assumptions, tensions, and possibilities*, No. 4, pp. 474-486.

Wilkinson, Ian A.G. *Dealing with diversity: Achievement gaps in reading literacy among New Zealand students*, No. 2, pp. 144-167.

At risk

Wasik, Barbara A. *Volunteer tutoring programs in reading: A review*, No. 3, pp. 266-291.

Wolf, Shelby A. *The flight of reading: Shifts in instruction, orchestration, and attitudes through classroom theatre*, No. 4, pp. 382-415.

Balanced reading instruction

Freppon, Penny A. & Karin L. Dahl. *Theory and Research Into Practice: Balanced instruction: Insights and considerations*, No. 2, pp. 240-251.

Basal readers

Hoffman, James V., Sarah J. McCarthey, Bonnie Elliott, Debra L. Bayles, Debra P. Price, Angela Ferree, & Judy A. Abbott. *The literature-based basals in first-grade classrooms: Saviour, Satan, or same-old, same-old?* No. 2, pp. 168-197.

Content area literacy

Hinchman, Kathleen A. & Elizabeth B. Moje. *Conversations: Locating the social and political in secondary school research*, No. 1, pp. 117-128.

Critical pedagogy

Willis, Arlette Ingram. *Book Reviews: In their own words: Stories of the interconnectedness of life, teaching, and research*, No. 4, pp. 488-497.

Emergent literacy

Leseman, Paul P.M. & Peter F. DeJong. *Home literacy: Opportunity, instruction, cooperation, and social-emotional quality predicting early reading achievement*, No. 3, pp. 294-318.

Rowe, Deborah Wells. *The literate potentials of book-related dramatic play*, No. 1, pp. 10-35.

Sénéchal, Monique, Jo-Anne Lefevre, Eleanor M. Thomas, & Karen E. Daley. *Differential effects of home literacy experiences on the development of oral and written language*, No. 1, pp. 96-116.

Gender

Lloyd, Carol V. *Book Reviews: Adolescent girls: Constructing and doing literacy, constructing and doing gender*, No. 1, pp. 129-136.

Weber, Rose-Marie. *Book Reviews: Literacy on the margins of the American past*, No. 3, pp. 356-362.

Willis, Arlette Ingram. *Book Reviews: In their own words: Stories of the interconnectedness of life, teaching, and research*, No. 4, pp. 488-497.

History

Weber, Rose-Marie. *Book Reviews: Literacy on the margins of the American past*, No. 3, pp. 356-362.

Instructional materials/methods

Mathes, Patricia G., Jill K. Howard, Shelley Allen, & Douglas Fuchs. *Peer-assisted learning strategies for first-grade readers: Making early reading instruction more responsive to the needs of diverse learners*, No. 1, pp. 62-94.

Intervention/remedial programs

Wasik, Barbara A. *Volunteer tutoring programs in reading: A review*, No. 3, pp. 266-291.

Literacy teacher education

Roskos, Kathleen, Victoria J. Risko, & Carol Vukelich. *Conversations: Head, heart, and the practice of literacy pedagogy*, No. 2, pp. 228-239.

Literature-based instruction

Hoffman, James V., Sarah J. McCarthey, Bonnie Elliott, Debra L. Bayles, Debra P. Price, Angela Ferree, & Judy A. Abbott. *The literature-based basals in first-grade classrooms: Saviour, Satan, or same-old, same-old?* No. 2, pp. 168-197.

Multicultural

Wilkinson, Ian A.G. *Dealing with diversity: Achievement gaps in reading literacy among New Zealand students*, No. 2, pp. 144-167.

Phonemic segmentation

Elbro, Carsten, Ina Borström, & Dorthe Klint Petersen. *Predicting dyslexia from kindergarten: The importance of distinctness of phonological representations of lexical items*, No. 1, pp. 36-60.

Muter, Valerie & Margaret Snowling. *Concurrent and longitudinal predictors of reading: The role of metalinguistics and short-term memory skills*, No. 3, pp. 320-337.

Phonics

Stahl, Steven A., Ann M. Duffy-Hester, & Katherine Anne Dougherty Stahl. *Theory and Research Into Practice: Everything you wanted to know about phonics (but were afraid to ask)*, No. 3, pp. 338-355.

Reader response

Smagorinsky, Peter and Cindy O'Donnell-Allen. *Reading as mediated and mediating action: Composing mean-*

ing for literature through multimedia texts, No. 2, pp. 198-226.

Wolf, Shelby A. *The flight of reading: Shifts in instruction, orchestration, and attitudes through classroom theatre*, No. 4, pp. 382-415.

Teacher beliefs/attitudes

Commeyras, Michelle & Linda DeGroff. *Literacy professionals' perspectives on professional development and pedagogy: A United States survey*, No. 4, pp. 434-472.

Teacher practices

Mathes, Patricia G., Jill K. Howard, Shelley Allen, & Douglas Fuchs. *Peer-assisted learning strategies for*

first-grade readers: Making early reading instruction more responsive to the needs of diverse learners, No. 1, pp. 62-94.

Wilkinson, Ian A.G. *Dealing with diversity: Achievement gaps in reading literacy among New Zealand students*, No. 2, pp. 144-167.

Wolf, Shelby A. *The flight of reading: Shifts in instruction, orchestration, and attitudes through classroom theatre*, No. 4, pp. 382-415.

Writing

Mahiri, Jabiri & Amanda J. Godley. *Rewriting identity: Social meanings of literacy and "re-visions" of self*, No. 4, pp. 416-433.

